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ABSTRACT

Information on a Northern Kentucky University course entitled "The Mind of the University" is presented in several articles. After Darryl Poole briefly discusses the origins of the course, H. L. Wallace describes the background of the project, course themes, class materials, and testing/grading. The objective of the course is defined as follows: to introduce students to the various levels of university life and to promote student development. It is noted that the 25-session course involves students in content and reading/writing sections. Example outlines and course descriptions are provided by H. L. Wallace, Judy Taylor, and Patricia Borne. The following themes are identified: memberships in groups and institutions, relationship with nature and a sense of time, commonly held beliefs and values, activities of production and consumption, and the use of symbols. A course syllabus and reading lists on the following topics are included: language as symbol; language of art; values; and the languages of nature, psychology, philosophy, history, and computers. Learning objectives of the reading/writing skill development component of the course are outlined by Marge Peterson. The following article by Paul G. Ellis is also included: "The Culture, the Self, and the University: A Course in Writing." (SW)

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"THE MIND OF THE UNIVERSITY": A Pilot Course

Arts and Sciences
Northern Kentucky University
Highland Heights, Kentucky 41076
Summer, 1983

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I. ORIGINS OF COURSE

Origins of the Course

In 1982 Northern Kentucky University instituted its first selective admissions policy. The Board of Regents, in approving the original policy, looked to the recommendations made in a report commissioned by the Kentucky Council on Higher Education in 1979. That report, completed in 1981 and titled In Pursuit of Excellence, recommended that:

> "Kentucky's universities should move toward establishing admission criteria in addition to the high school diploma that are relevant to their individual missions and that reflect their different functions."

Northern Kentucky University's original policy called for the designation of "provisional" students who were identifiable by their lack of basic skills in reading, writing, and mathematics and who, as a consequence, were thought to need pre-college developmental or remedial work. During administrative discussions of the admissions policy with Central Staff and Deans' Council President Albright raised the issue as to whether our current course offerings were going to be of "real" help to such students and whether we might consider alternatives to aiding these students.

As a consequence of President Albright's questions and at the suggestion of Provost Lyle Gray, I formed an ad hoc group of both instructors and administrators to study how this group might best be served. Meeting on three different occasions in January and February of 1983 this group suggested a multitude of options from doing nothing to remediation over the student's entire college career. Based on those suggestions and with a prior interest in the "common learnings" idea proposed by Boyer and Levine (and discussed below) I combined the idea of knowledge everyone should have (i.e., the common learnings) with the need for basic skills everyone should have (i.e., reading, writing, and computation) and proposed to Provost Gray in early March 1983 a series of experimental courses intended to raise students' skill levels and to provide, at the same time, a pragmatic and intellectual

orientation to being a university student. Given that many of Northern's students are first generation college students I felt this fusion of basic orientation and skill enhancement would do the most to increase chances of successfully attending college, and also answer the earlier report's charge that the admissions policy be relevant to each university's functions.

Provost Gray found the proposals attractive and provided a fund to hire instructors and offer the courses. The general course titled "The Mind of the University" and its remedial counterparts, "Developmental Writing" and "Developmertal Readings", were subsequently approved by the University Experimental Course Committee and placed in the schedule. The courses, to be offered to entering freshmen in the summer of 1983, carried 3 hours of general University credit for the amount of time normally spent for 6 hours credit.

Instructors were sought, first from the regular faculty, and then from broader sources and six people were hired to develop the content of the courses in more detail. The contents of this document are the results of their work. Due to a variety of factors including the lesser credit awarded,slow student admissions, and student unwillingness (or financial inability) to come during the summer, the courses, were poorly enrolled and were not offered. The instructors were asked, however, to collate their work and preserve it in the hope that next year with a stronger admissions policy the University will require the students now identified as "high risk" to attend such classes prior to starting the regular fall semester and that this material will serve as a foundation for that effort.

A follow-up study to determine in detail why students did not register and what the prospects are for 1984-85 is also anticipated (especially if a pending grant proposal to General Electric is funded).

The enthusiam and support of the instructors recruited for this program and listed on the front cover cannot go unnoticed for two reasons: first, because it suggests the grain of a good idea is present in the proposed courses and second,

because it reflects well on the professionalism of each that they were willing to spend their time and intellectual energies developing a class which they knew might never be taught. A special word of praise must also go to Professor Lew Wallace who developed the report's overview and organized the materials and to Mary Ann Williams who rendered valuable secretarial assistance.

Darryl G. Poole, Dean
College of Arts & Sciences
August 3, 1983

II. BACKGROUND OF PROJECT

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1. Background of Project "The Mind of the University."

In the summer of 1983 Northern Kentucky University began a pilot program designed for students considered "high risk," one which would provide students self-paced processes which would result not only in skill competency but a sense of independence based on the idea of "learning how to learn" as the real end product of the program.

The idea for the course originated with the Dean of Arts and Sciences, Darryl Poole, and involved five part- and full-time faculty members (composition teachers, reading and writing specialists, and a history teacher). The broad premises for the course were drawn from a number of sources: past experiences of the various teachers involved, other experimental courses within the university, and voluminous examples available from a number of articles and books in the genre, "remedial and developmental education."

In broad terms, the purpose of the course was to introduce students to the various levels of university life, a life each will be living for the next four years, one that will shape each student in ways both subtle and nuanced. A part of what the course was designed to do was to help students master the mundane, but practical, day-to-day life of a university. Each student, for example, would be required to work out the required courses for a degree, and construct for him/herself a major and minor program. The purpose behind the exercise was simply to get students to read and understand the university catalog, the document that best defines for students the rights and responsibilities of the group and institution that will be most immediate for them for the next several years. The assumption on which this requirement is based is that

many, perhaps most, students are only vaguely aware of thei· habitat. They drift, they roam, they wait to be told what to do, where to go, when to do something. There is too often a lack of logical sequence to their taking required courses. Too many, in the senior year, find themselves falling one or two courses short of graduation because "they" did not tell them what the university required courses were. And, again too often, they major (and minor) in a discipline, not because they are interested in the themes and subjects of any particular discipline but because they "have a whole lot of hours, already" in psychology in English, or whatever. This assignment would be a small, tender step toward having students learn a bit about self-discipline, responsibility, and social adaptability, to freeing them for other things, so they do not solve the same problems over and over, working out always the same chores.

That was one level of purpose. Another level was also in order. We wanted students to understand the practical functions of the larger university community: what it is; how it works on a day-to-day basis; how students fit into that structure, and what this structure will do for them if they are aware of and in control of its systems.

And there was another level of university life we wanted to introduce students to, the highest order of any university, that place where students explore, measure, and test themselves as individuals. This is the best area to function in (and the hardest to describe). It is the level wherein each student conceives of him/herself as the person he or she wants to be, and then sets out to be that person---tough-minded, smart, adaptable, purposeful, imaginative, and attentive.

2. Themes of the Course.

The broad purview of the courses, the "Mind of the University," "noble" in conception, was too broad, too vague to serve as anything more than a working content context. There had to be unifying themes, themes in short, on which to hang twin ideas: What are those experiences that knit isolated individuals into a community? What are those experiences, at the same time, that keep the knit loose and flexible enough to retain individuality? The themes, suggested by Ernest L. Boyer and Arthur Levine in A Quest for Common Learning: The Aims of General Education (A Carnegie Foundation Report), were six: the use of symbols, membership in groups and institutions, the activities of production and consumption, a relationship with nature, a sense of time, and commonly held values and beliefs. How these themes would be interpreted and implemented was left to the discretion of the individual instructor. A glance at the course descriptions and working outlines in section III will suffice to show the various inflections and emphases of each instructor, and the reading and writing assignments designed to give concrete examples of these themes as found in literature, science, history, or society in general.

The content sections were to be paired with writing and reading sections. The intent of the latter sections was two-fold. In them, students would reflect further on the themes, discussions and lectures and hone those reading and writing skills necessary for articulate, literate expressions of such reflection. Section IV contains the materials prepared by the reading and writing specialists, demonstrating the varied, innovative and imaginative approaches each specialist had

worked out to complement and supplement the content sections.

3. Class materials.

Sections III and IV contain materials, possibly at first look quite fragmentary and haphazard, that were selected simply to illustrate the nature of materials drawn on to develop some sort of starting point for the course and to give a sample of the materials that would be given to the students as reading and writing assignments. Section V contains a bibliography compiled by Judy Taylor. Again, one should emphasize that these materials are suggestive, not definitive in any sense. They show the skeletons of hypothesis and planning, not the flesh and blood of process and evolution.

4. Testing and grading for the course.

One encounters any number of problems in a course such as this in the areas of testing and grading. Do you give letter grades for the content courses? Do you use a pass-fail system? How do you measure changes in attitude, growth in confidence, the first glimmerings of the real verities of a university. Do you rely solely on skills improvement as the basis for grades, thereby substituting tools of the trade for the trade itself? These problems, nagging though they may be, are in reality challenging rather than prohibitive, and are resolved by choice. Our choices can be seen in Section VI, and they indicate the range of formal and informal testing planned as well as our attempt to use testing to prod students a bit, to forge a constant reciprocity among reading, writing and content assignments, and to make students active participants throughout the process of the course.

5. Conclusions.

"The Mind of the University" is intended to be a five-week, twenty-five session course, with students meeting four hours a day, the hours evenly divided between content and reading and writing sections. The materials contained in the pilot course, we hope, indicate patterns, directions, and ideas for courses such as this. Perhaps, by referring to them, other teachers, other times, can use them as a point of departure, not themselves having to start their own classes at point zero.

III. EXAMPLE OUTLINES AND COURSE DESCRIPTIONS

H. L. Wallace

THE MIND OF THE UNIVERSITY: A Working Outline

I. Sequence of Themes:

1. Memberships in groups and institutions
2. Relationship with nature and a sense of time
3. Commonly held beliefs and values
4. Activities of production and consumption
5. The use of symbols

II. Membership in groups and institutions (theme one)

1. First day. Introduction to course purpose and objectives. Have students write some brief definitions: What is a university? What is a credit hour? What grade point average does one need to stay in school? What is a grade point average---how is it arrived at?

Long term assignment: (finished at end of first week). Work out your required courses for degree, and construct a major and minor program for yourself. The purpose is simply to get students to read the catalog, the document that best defines for students the rights and responsibilities of the group and institution that will be most immediate for them for the next four years. The assignment should be explained as to why it is to be done.

2. Second day. Have students write the groups they are a part of, the influences of groups on them, their influences on these groups, etc. Discuss the fact that we are all part of groups, groups that expand in concentric rings, from family, to community, to state, to nation, to world, and show how, by concrete examples, these allegiances weaken as these rings progress outwardly. Ask why this is so. Ask what affects this being so. Ask what effects this has, again by concrete examples.

(Inner city decline, lack of identification with anything beyond one's own yard and house, crime, decline in American industry, etc.). Illustrate different views of group membership in China, Vietnam, Japan, Iran, India. Ask if these differences have any tangible, every-day effect on their lives. Assign article "Why We Don't Know Anything" for next day.

3. Third day. Have students write on article. Continue previous day's discussion. Emphasize that a number of ills in U. S. society hide behind the idea of "individualism." Probe this particular subject in detail. Assign the article on Einstein, "The Outsider."

4. Fourth day. Have students write on article. Try to show, through lecture and discussion, how this theme of membership relates to the students in a very real and every day sort of way as they work their way through the labyrinth of the college experience.

III. Relationship with nature and sense of time. (theme two)

1. First day - second week. Discuss these twin themes in broadest outline. Have students define the meanings of both ideas. Ask them what they mean by a sense of time. Have them write a definition of each idea.

2. Second day - second week. Try to provoke discussion on the idea that as man thinks, so he acts (even not acting is a response). Illustrate myths of nature and of time. Draw from materials from book: White Man's Burden to illustrate how myths (and symbols and words) seduce. (Hitler's myths, for example, which had cataclysmic consequences for the world, consequences that students have inherited---although they are probably not aware of these).

3. Third day - second week. Move to more mundane themes. Show how

above themes have structured schools, American industry, family relationships, etc.). Show how habit continues long after original needs and ideas have disappeared. Use these illustrations to review past themes, including "membership" theme.

4. Fourth day - second week. Xerox excerpts from book Man the Measure. Discuss. Have students relate past discussions to what Kahler has to say. All this pointing toward written work on fifth day.

5. Fifth day - second week. Written exercise. Personal approach. How do these themes, seemingly so abstract, affect you, now, where you live?

IV. Commonly held beliefs and values. (theme three)

1. First day - third week. General discussion. Swing into beliefs and values over whole spectrum: evolution, religion, nationalism, success, purpose in life, purpose of life; meaning of universe; nature-nurture, predestination and science. Pass out excerpts from Man the Measure, The Immense Journey and from Robert Bolts' A Man for all Seasons.

2. Second day - third week. Continuation of discussion of above materials.

3. Third day - third week. Ibid.

4. Fourth day - third week. Discuss the old chestnuts---responsibility and self-discipline, but in context of the themes of course.

5. Fifth day - third week. Written responses to above.

V. Activities of production and consumption. (theme four)

1. First day - fourth week. Discuss these themes in context of university, with student in central role.

2. Second day - fourth week. Historical (U.S.) background of these themes.

3. Third day - fourth week. Cause of the Great Depression.

4. Fourth day - fourth week. "New World: U. S. After Depression" and the "created" marketplace.

5. Fifth day - fourth week. Tie fourth day, fourth week theme, the "created" marketplace, to "use of symbols" theme.

VI. The Use of Symbols. (theme five)

1. First day - fifth week. Movie on advertising.

2. Second day - fifth week. Discussion and writing on "manipulative" power of symbols.

3. Third day - fifth week. Lecture---trying to tie course and themes together. Illustrate by Mark Twain's Life On The Mississippi.

4. Fourth day - fifth week. Post-test and "wrap-up" writing and taping sessions.

THE MIND OF THE UNIVERSITY

By Judy Taylor

In putting together our ideas for this course entitled "The Mind of the University," we must keep in mind the kind of student with which we are dealing as we approach our broad and tantalizing subject. We must, as the stage Cervantes exhorts, enter into (their) imagination(s)" as we apply the mask of Don Quixote to our visages.

To the underdeveloped, underprepared student, the university must seem an imposing, even ominous, prospect indeed. How can s/he confront successfully subjects on the university level which s/he failed to comprehend on the high school level? This course wants to talk about how.

The students who have enrolled for this course have been told that they are not yet the stuff of which universities are made. They may be resentful. And, under it all, they are afraid that the university has spoken true.

But the role of the university is to educate. And this course gives a unique opportunity to the educator. The Instructors of this course have the honor of introducing university life to students who want to know it but who are afraid they never shall. The Instructor of this course wants to dispel the fears of the students while s/he shows how each of the disciplines <u>is</u> accessible to each student once the courses are seen for what they really are.

So---What are they? you ask, tantalized, too, by the subject.

Each course is simply a way of looking at the world. Each uses a set of symbols, or a language, all its own to define a problem or problems with which we are all involved. And we are, more than ever, all involved, all related, and all equally responsible to realize our involvement in the world. It's not doing well without us. We need to learn how we can help.

We must discuss the various symbol systems of the university; to show

that while each discipline does, indeed, have its own language, that language is in large part already ours. For we have been symbol makers all our lives.

We will begin with language as symbol. The student must be shown that, and how, s/he mastered this most complex of symbol systems very early in his/her life; and s/he started from scratch. The student must be made to see that s/he must continue to refine this crucial skill---this manipulation of symbol---all his/her life. But it <u>is</u> a tool with which s/he has already achieved much success.

And each instructor will come <u>to</u> the student, first, relating his/her new set of symbols to the student's via his/her own set of symbols---his/her language. In some disciplines there will be little difference. In Literature, History, Sociology, and Psychology, for example, the language is the same. Here it is simply (or complexly) the approach---the manipulation of the symbol---which is different, and sometimes only slightly, from the rest. In chemistry and in mathematics, the symbols used are simply another step removed from our own familiar symbols: one symbol stands for something we know. And, understanding this, it is not so difficult to see that this new set of symbols, too, may be learned. Language was, after all, learned word by word, each symbol standing for some thing we already knew or could see.

The language of computers sounds complex to those of us who have not learned it. But thinking that it, too, uses our language and has our goals as its goals makes it, like the rest, seem accessible. One of its functions with which we are all familiar, and for which we are even grateful, for example, is the balancing of each of our checkbooks.

This course should introduce the student to the ideas of the various disciplines and to the feeling that each is, indeed, accessible to him/her.

Short reading selections from each should be introduced which will reinforce this latter idea while demonstrating some important idea or ideas of that discipline in an interesting manner. Each reading selection should be chosen for its "interesting manner," and the student should be shown how better to both understand the material and appreciate the manner with which it is presented. Students too often expect reading to be dull, and they make it so. Appreciation, enjoyment of university life---even of life itself---should be emphasized in this course.

In this course entitled "The Mind of the University," the idea of mind meeting mind should be stressed. The student must be shown that the university is indeed a coming together of experts in their fields, but that s/he should not be overwhelmed by the idea of coming up against (I use this phrase purposely) one and many who know(s) so much more than s/he. Versus the not uncommon idea of "coming up against," the student must be shown that each master of his/her discipline is in this place, at this time, to bring each student to the point of some degree of mastery in that discipline. Within the discipline the Instructor/Professor is introducing the student to ideas formulated by other minds which have confronted the same ideas that the student is now being confronted with---and confronting. It is mind meeting mind, the mind of the student meeting that of the Professor, and the mind of the student being brought to bear on material from still another mind and other minds. The purpose of the course and all material in it is there expressly for the purpose of the student's edification.

This idea is too often lost in the large---and even the small---universities of today. Student and Professor alike are overwhelmed by the size of classes and the feeling extends to the student's learning as well, as when

a pebble is tossed into a pond the circles emanate ever outward. The student must feel a very small pebble indeed before the Professor who looks, and in fact is, so far removed, in distance, from him. And his ideas. How could one possibly make a spectacle of his/her little self in such a large place, in front of so many, disturbing the personage on that distant stage, with a question? And with such an introduction to the distant subject, how can the student, the pebble in the ocean of the university, feel that his mind can meet the minds which would present their ideas to him/her?

Well. This course will at least begin to give him/her an idea of how to achieve and maintain an idea of his/her significance to and in the university. (Professors and Instructors might be reminded of this as well.) Without him or her, there is no university. It is the student learning which makes a university. It is mind meeting mind and mind encountering the mind's productions which make up the life of the university.

Having been instilled with these ideas and having been shown how to encounter ideas from each discipline, we will hope that our students, their minds so prepared and predisposed, will overcome the obstacle of even the large classes, and go forth to seek out the mind of the university. We will hope that the encounter will be fruitful and that the student, again so predisposed by our course, will see his relatedness to the whole of what he meets---to the world of knowledge and of the minds, the men and the women, that produced it. The idea of university, <u>universitas</u>, wholeness, should be his, should be hers. His/Hers is the mind of the university. The products of the best minds are there for his/her discovery. S/he should want this knowledge that s/he may go forward and produce its like---in some manner, in some degree. But s/he should be made to see the responsibility of truly seeing the whole; s/he must take what s/he can and <u>do</u> with it.

INTRODUCTION TO "THE MIND OF THE UNIVERSITY"

Each of us---student, faculty, construction worker--is concerned minute by minute, day by day, with the business of making, sending, and deciphering symbols. To the extent that we are successful manipulators of symbol, to that extent can we function successfully in the various areas of our lives.

All thought is symbolic. Symbols, particularly in the form of language, simply give us a way of communicating our ideas to another person---or, should we want, to the world. We likewise receive symbols from the world and from individuals in it. We are bombarded daily, hourly, with symbols---to our betterment or, if we are passive, uneducated receptors, to our harm.

So---what, who is this educated receptor, this genius who would manipulate the world's symbols? Since I've said "would," I am free to say, "I am she," and "You are he," or "You are she."

None of us wants to be "manipulated." The word carries negative connotations to all of us. But we <u>can</u> definitely be negatively manipulated. Without educating ourselves---arming ourselves against it---we can be used without our even knowing it.

We want, however, to give manipulation a positive connotation when we present ourselves as manipulators of symbol. We want, simply (while the concept was complex to even Einstein), to control our lives to the fullest extent possible.

Knowledge is a form of control. With it we needn't cower before one who knows, who will make us look bad if we open our mouths to venture an opinion. And, let's fact it---none of us likes to look bad. The best defense, then, is to arm ourselves with knowledge. And it's not really so difficult, when you stop to think about it. It's why we're here. I plan

to keep learning and so do you, obviously. It's why we're here.

And the purpose of this course is to help us decide how to go about it.

I am using symbols as I speak/write. Each word I speak or write calls up---or should call up---an idea in your mind. (Are you picturing a light bulb?) The way I string my words together---or you, yours---gives the sentence its meaning, the idea its color, or the light its hue. Some ideas are dramatic, some dull. Some bulbs burn brightly, some burn out, some blow out; some have a flaw which keeps them from burning at all. Thank goodness that this last is not the case with any of us. We are here, after all, in this university.

And why are we here? To learn to receive and to send more and better symbols; to understand ourselves and our world better in order that we may send intelligent messages and so contribute to the world; to understand the world and others well enough that we cannot be unduly imposed upon but can sort the valuable from the worthless idea and add idea to idea in the wealth of ideas that makes up our individual informed and informing self.

The university is made up of a body of specialists who have been brought together for the sole purpose of contributing to make you a well-rounded person. The word <u>universitas</u> means whole. You are to be given a wholeness of view which will give a wholeness to you.

We may be put off at first by the many experts around us. But this state of being put off should not last beyond my next statement (if it has lasted so long). It is the function of each Instructor or Professor to introduce you to the symbols---the particular language---of his or her discipline. S/he will show you the origin of that symbol system and its function, its practicality. It is, of course, up to you to understand and

to question---both when you do not understand and when you want to understand more.

We need not be afraid to question for a number of reasons:

1. The expert before you, in whatever class, was once where you are. S/he had to question to get where s/he is in his/her understanding. S/he will remember, and admire your efforts. If s/he does not remember, you will be giving him or her a valuable reminder.
2. Asking a question does not, as we all seem to feel at one time or another, make you sound ignorant. It, rather, shows your intelligence and willingness to learn. Any Professor or Instructor is happy to know that you have followed his/her argument well enough to be able to ask a question. If you haven't understood word one, s/he should know that, too. S/he is there to help you to understand. It's his/her job. It is yours to understand. You cannot do this without asking questions---as you read and as you listen.
3. A question will often stimulate further questions and discussion. You will see where others are in their understanding. You may help them also to see the value of the question as a learning technique.

Having learned the language---at least the fundamentals of this and that discipline, what have you got? How are you any nearer to being this educated person we've spoken of? This successful manipulator of symbols? This successful person?

Well, here's the hard part. You must, both inside and outside of your classes, relate the new to your old ideas and to the world around you. You must see, and ask if you don't see, how each idea relates to the life you live---or should live.

As ignorance keeps us lonely (pooling ignorance is not particularly rewarding), so knowledge extends our boundaries and shows us our relatedness---to one another and to the world and the universe.

Informed as to our place in the world and the universe, we can speak intelligently to the questions that affect our world and our universe. Anyone can have a hysterical reaction to the nuclear question. The educated person can express an intelligent opinion, and to the right people, or proffer a solution to the problem---before becoming hysterical.

Our relation to others need not be nearly so hysterical. It is here that we can be most effective. Again---with an intelligent word to the right intelligent listener.

Understanding symbols, then, lets us speak to many in a language each will understand and respect. (This last is a big selling point for education.) And it allows us to understand another's language. It teaches us respect for many ideas and makes us not so protective of our limited own idea.

Having tasted knowledge, you will have educated a taste---a thirst---that you will seek to assuage all your life. You will be eager to share ideas with others and, even more, to learn from others.

You will be an interested and interesting person.

You will see how others have pooled their knowledge and their labors to great---or not-so-great---ends. You will learn to see how and where you can contribute to an end you can, at least partially, foresee.

1. The Meaning of Education

As "Education" may not be the favorite subject for the "High Risk" student, and as our hope for this course is to make education more appealing to and even more possible for these students, a week (and more, if necessary) will be well spent on re-evaluating old concepts of education and in introducing new and vibrant (the hope is that they, too, will find them "vibrant") concepts of education.

That the students are with us says that they want to make education a way---their way---of life for the next four years. The conditions under which they come to us says that they have many needs. And the obvious need is a change of attitude.

They may enjoy encountering such attitudes as Goethe's:

> How people keep correcting us when we are young! There's always some bad habit or other they tell us we ought to get over. Yet most bad habits are tools to help us through life.
>
> Little Brown, 163.

They should be acquainted with such attitudes as Newman's:

> It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them.
>
> Little Brown, 166.

That education teaches one to turn bad habit to a tool for living and helps him/her to win, influence, and bear with friends may indeed have appeal. That it will help them to know themselves---to even win, influence and bear with themselves---should have appeal. Many such views will be presented to the students in order that they may see that ideas of education are as varied and as interesting as education itself. Education is growth and should be a way of life beyond the student's four-year university career. Those of us lucky enough to have bought the concept can hope to sell it to the anxious consumers of this experimental course, The Mind of the University.

READING LIST FOR "THE MIND OF THE UNIVERSITY"

I. The Meaning of Education

from Plato's Republic, Introduction to Readings for Liberal Education, Locke, Gibson, and Arms.

Selections from A Quest for Common Learning: The Aims of General Education, Boyer and Levine.

from "The Apology of Socrates," Liberal Education, 602.[1]

from "Existentialism as a Symptom of Man's Contemporary Crisis," William C. Barrett, Liberal Education, 718.

from "Proposal for Experimental Course entitled 'The Mind of the University,'" Lew Wallace.

"What an Intelligence Test Should Measure," Thomas Saaty.

"High School and Other Forms of Madness," Pauline Kael, Little Brown Reader, 195-199.[2]

"A Proposal to Abolish Grading," Paul Goodman, Little Brown, 211-14.

"TV Can't Educate," Paul Robinson, Little Brown, 215-18.

"The Lesson," Toni Cade Bambara, Little Brown, 219-26.

"The Student," Marianne Moore, Little Brown, 229-30.

"Habit," William James, Little Brown, 177-84.

"Short Views" from Little Brown Reader:

William Cory, 163.
Goethe, 163.
Rousseau, 164.
Alan Watts, 165-6.
Newman, 166.
Lawrence, 166.
Kropotkin, 167.
Ruskin, 167.

from "Where Is the College Generation Headed?" David Riesman, Liberal Education, 6-11.

from "How Agassiz Taught Shaler," Liberal Education, 19-22.

from "Kittredge of Harvard," Rollo Walter Brown, Liberal Education, 28. "Scholarship is the final high honesty." p. 30.

from statement by Mario Savio, Liberal Education, 37.

from "The Marks of an Educated Man," Alan Simpson, Liberal Education, pp. 44-49.

"Trained Intelligence---The Nation's Greatest Weapon," Adlai E. Stevenson, Liberal Education, 49-56.

from "The Meaning and Signficance of Academic Freedom," Robert M. Hutchins, Liberal Education, 57.

from "Introductory Lecture," A. E. Housman, Liberal Education, 64-7.

from "The Private World of the Man with a Book," Harold Taylor, Liberal Education, 71.

[1]The text referred to hereafter in these pages as Liberal Education is Readings for Liberal Education, edited by Louis G. Locke, William M. Gibson, and George Arms (5th Edition); New York, Chicago, San Francisco, Toronto: Holt Rhinehart and Winston, 1967.

[2]The text referred to hereafter in these pages is The Little Brown Reader, edited by Marcia Stubbs and Sylvan Barnet (2nd Edition); Boston, Toronto: Little, Brown and Co., 1980.

II. Language as Symbol

It is necessary for us all to stop, look and listen to what we are saying---to what we may be saying, inadvertantly, to our listener. Too many of us miss the rich experience which the most valuable tool of language affords. We repeat what we hear; we do not stop to think of what it is we are repeating; we even act on what we have not thought about but have committed ourselves to through our words. "They did not stop to think, they died instead," says Cummings of the young war dead who so loved the words of the insincere, himself unknowing, politician. A man is as good as his word, we say, and think we mean something. But we may indeed mean more than we think. And we had better think about the word---the powerful word, which can, more than his clothes, make the man, the woman.

We can make ourselves in the image we choose, if we but realize the occasion for choice that is always open to us.

Each word we utter should be the symbol of some thought that is uniquely ours. We do "give ourselves away" by the content of our speech. But shouldn't we wish to give our true selves rather than show that our lust for living is a dead thing as we have merely borrowed another's, only hopefully living, life, his or her words.

Brief study of the origin and purpose of language should be useful to our students who are re-thinking education and its uses. They should be shown the marvelous achievement that their language is and the marvelous tool that it can be. They must also be made to see its dangers. They must stop to think before they rush to die for a cause whose name they love but which may have what they detest as its base.

A variety of readings demonstrating the above ideas should be presented and analyzed in terms of language. Analysis of their own words as they speak and write them should be an integral part of this unit of study.

An educated person is a successful manipulator of symbol. This idea should be stressed at this juncture and it should be a useful tool in the succeeding units of study which will approach the various disciplines through their symbols---their language---their unique manners of presentation.

II. Language as Symbol

"Language and Thought," Susanne K. Langer, Liberal Education, 173-7.

from "The Anatomy of the Mental Personality," Sigmund Freud, Liberal Education, 588-9.

"Politics and the English Language," George Orwell, Little Brown Reader, 347.

from "Euphemism in Practice: Four uptight Areas," Walker Gibson, People and Ideas, 264-77.[3]

from "Preface to The Dictionary of American Slang," Stuart Flexner, People and Ideas, 277.

"The Unspeakable Words," William March, People and Ideas, 260.

"Four-Letter Words Can Hurt You," Barbara Lawrence, Little Brown Reader, 360.

from "Idols of the Mind," Frances Bacon, Liberal Education, 202.

"Not Waving, but Drowning," Stevie Smith, Little Brown, 397.

[3]The text referred to hereafter as People and Ideas is, in fact, People and Ideas: A Rhetoric Reader, edited by Robert Baylor and James Moore; New York: McGraw-Hill Book Co., 1980.

III. The Language of Art

Education cannot ignore emotion and consider itself education. Whether we would admit it or not, emotion plays a part in even our most logical decisions. Our emotions must, then, be recognized and nurtured in the university as in the life outside it. Art, the direct expression of emotion, must be seen and presented for what it is in the university in order that it may continue to serve, and that it may better serve, its functions in the student's life "forever after."

The understanding of our emotions is a psychological phenomenon, to be sure, but one for which the language of psychology does not, of itself, suffice. Art is the direct presentation of experience, not the explanation of its workings. On one level, the understanding that comes from the encounter with a work of art is achieved by mere recognition of the emotion encountered. Seeing, feeling, recognizing a shared or even new emotion in art adds to and reinforces not only our idea of self but our actual self; it likewise contributes to our sense of connectedness with others. We are not, for example, moved to reach out---usually---by studying "needs" in a textbook. Recognizing needs in a novel or film, however, may cause us to indeed recognize, to be aware of, our own; and we may reach out out of our need, and to another's.

Susanne Langer puts her view of art this way:

> What sort of thing is art that it should play such a leading role in human development? It is not an intellectual life; it is not religion, but grows up with religion, serves it and in large part determines it. [1]

She makes her and our case for the study of art thusly:

> (1) Art makes feeling apparent, objectively given so we may reflect on it and understand it; (2) the practice and familiar knowledge of any art provides forms for actual feeling to take, as language provides forms for sensory experience and factual observation; and (3) art is the education of the senses to see nature in expressive form. Thereby the actual world becomes in some measure symbolic of feeling (without being "anthropomorphized," supposed to <u>have</u> feelings) and personally significant.
>
> The arts objectify subjective reality, and subjectify outward experience of nature. Art education is the education of feeling, and a society that neglects it gives itself up to formless emotion. Bad art is

[1] Susanne Langer, "The Cultural Importance of the Arts," <u>Reading for Liberal Education</u>, 210.

corruption of feeling. This is a large factor in the irrationalism which dictators and demagogues exploit.[2]

[2]Susanre Langer, "The Cultural Importance of the Arts," Reading for Liberal Education, pp. 217-218.

III. The Language of Art

"The Cultural Importance of the Arts," Susanne K. Langer, Liberal Education, 210-218.

"The Case for Abstract Art," Clement Greenberg, Liberal Education, 218-25.

"How We Listen," Aaron Copland, Liberal Education, 253-8.

Appendix A., Little Brown Reader, "Reading (and Writing about) Pictures," 565-77.

"Cultural Snobbery," Arthur Koestler, Liberal Education, 256-64.

from Aristotle's Poetics, Liberal Education, 307-32.

"A Lesson Read in American Books," Robert Penn Warren, Liberal Education, 346-9.

"On Teaching the Appreciation of Poetry," T. S. Eliot, Liberal Education, 349-357.

from "Modernity and Mass Society: On the Varieties of Cultural Experience, Daniel Bell, Liberal Education, 486-91.

"Short Views," Little Brown Reader:

on Architecture:

John Ruskin, 93.
Nathaniel Hawthorne, 93.

"Hard Architecture," Robert Sommer, Little Brown, 134.

IV. Languages of Nature, of Psychology, of Philosophy, of History, of Computers,.....of Man

Introduction to the various disciplines, however brief---and brief it must necessarily be in such a limited time, seems an integral part of our course, The Mind of the University. The materials represented here seem to this non-specialist in most of the areas mentioned stimulating and accessible; and they can be made stimulating and accessible to our students.

Donald Culross Peattie makes his discourse on Chlorophyll as lively and entertaining as it is informative. The Philosophy selections bring Philosophy to us as individuals, showing that the study of Man is nothing without consideration of (and for) the man and the woman studying---and showing our students, in particular, that the materials or the various disciplines do---at least should---reach out to him, to her.

The selection from the opening of William Harvey's speech, "Of the Quality of Blood Passing through the Heart," demonstrating the (sometime) humility of the scientist on presenting his discovery to his peers seems particularly appealing. Even the great Sigmund Freud may be seen apologizing for so burdening his peers with the new (now old) jargon of his discipline.

Seeing mind reaching out to mind (their minds) in such ways as these should make education in each of its parts seem less ominous, more accessible---even, could we hope it, intriguing, and, finally, exciting?

IV. Languages of Nature, of Psychology, of Philosophy, of History, of Computers,....., of Man.

"How to Make Our Ideas Clear," Charles Pierce, Liberal Education, 358-74.

"The Evolution of the Physical World," Arthur Stanly Eddington, Liberal Education, 375-77.

from "Newton the Man," John Maynard Keynes, Liberal Education, 378-85.

from "On Albert Einstein," Robert Oppenheimer, Liberal Education, 393.

from "Of the Quality of Blood Passing through the Heart," William Harvey, Liberal Education, 394.

"Chlorophyll, The Sun Trap,"Donald Culross Peattie, Liberal Education, 396-401.

"Every Species Has Its Niche," Paul Colinvaux, Little Brown, 44.

from "The Anatomy of the Mental Personality," Sigmund Freud, Liberal Education, 576-91.

"Existentialism as a Symptom of Man's Contemporary Crisis," William C. Barrett, Liberal Education, 716-26.

"The Value of Philosophy," Bertrand Russell, Liberal Education, 727-31.

"The Present Human Condition," Erich Fromm, Liberal Education.

from Common Learning, the Durants' definition of History.

"Do Computers Think?" Hubert L. Dreyfus, Liberal Education, 185-93.

from "Modernity and Mass Society," Daniel Bell, Liberal Education, 483, 490.

"We Don't Know Anything," Meg Greenfield, Newsweek.

V. Values, Group- and Self-Derived

We must evaluate ourselves and our values continually as we grow in experience, as we grow as individuals. Knowing which values are, indeed, ours (as individuals) and which are created by individuals outside ourselves is a must for the educated man and woman. The educated person may be freed by his/her knowledge in this area as perhaps in no other.

The unexamined value is not a value which will hold; examined, it can be the informed basis for the way of life we only want to be living when we say we have values. Informed, it can adapt and even change to inform the texture of our lives, to make our lives, in fact, the valuable commodities which values should always have made of them. Our lives are not meaningful until we know their meaning; our lives are most meaningful when we make them so.

The suggested readings cover a wide range, again briefly, of sources of value and examination of values. Reading and discussion of these and the students' own values should help them on their way to further understanding, to living the examined life.

V. Values, Group- and Self-Derived

"The Outsider, John Archibald Wheeler, Newsweek, 3/12/79.

"The Dying Family," J. H. Plumb, Little Brown, 10.

"The Family," Lewis Coser, Little Brown, 9.

"All Happy Clans Are Alike: In Search of the Good Family," Little Brown, 20.

"Economy," from Walden, H. D. Thoreau, Little Brown, 94.

"Graduation," Maya Angelou, Little Brown, 200.

from "Short Views," Allston Wheat, Little Brown, 239.

"The Poor," William Carlos Williams, Little Brown, 155.

from "The Sermon at Benares," Gautama Buddha, Liberal Education, 641, 642.

from "The Stoic Code," Marcus Aurelius, Liberal Education, 637.

from "The Sermon on the Mount," Liberal Education, 632, 633.

from "God and the Spirit of Man," Martin Buber, Liberal Education, 669.

"A Good Neighborhood," Jane Jacobs, Little Brown, 151.

"Work," Bertrand Russell, Little Brown, 242.

"Work, Labor, and Play," W. H. Auden, Little Brown, 248.

"The Shoeshine Boy," Malcolm X, Little Brown, 256.

"Three Workers," Studs Terkel, Little Brown, 259.

"Revelation," Flannery O'Connor, Little Brown, 377.

"A Place for Freedom of Dissent," Learned Hand, Liberal Education, 573.

"We Have No Right to Happiness," C. S. Lewis, Little Brown, 55.

"The Rewards of Living a Solitary Life," May Sarton, Little Brown, 559.

"A Tree · A Rock · A Cloud," Carson McCullers, The Short Story, 581.

"I Stand Here Ironing," Tillie Olsen, The Short Story, 546.

"Neither Out Far Nor In Deep," "Nothing Gold Can Stay," Robert Frost.

THE MIND OF THE UNIVERSITY

Patricia C. Borne

The Mind of the University is a course designed to awaken its participants to the new concepts they will need and use during their academic lives. It focuses on these selected areas:

1. memberships in groups and institutions
2. a sense of time
3. the activities of production and consumption
4. a relationship with nature
5. commonly held beliefs and values
6. the use of symbols

In addition to exploring these concepts, this course will provide the content for the developmental reading and developmental writing course: the skill classes paired with this course.

This course will emphasize discussion, listening, observation, the art of asking questions, critical analysis, and the development of oral skills. Hopefully, it will become a strong initial step into the world of the university. It is a course intended to help students look to their futures and operate with critical and analytical skills so that they may move forward into university life with confidence.

This five week course will be taught in conjunction with the developmental courses, and during this summer session students will work with two instructors on a daily basis. Pre- and post-testing will be administered to provide evaluation of the results for both students and teachers. Follow-up will be integrated after the first semester of the regular academic year.

In a more informal way, the purpose of this course is to introduce you to the various levels of university life, a life you will be living for the next four years. A part of what we will try to do is, though mundane, practical---how to read a catalog and know what such things as hours of credit and grade point average are; what a minor and major are; what your rights and responsibilities as a student are; how to use the library---and not be used by it; how to plan ahead, and how to use the formal structure to make it work for you.

In short, we want to free you so that you are in command of your life and not at the beck and call of everyone else on campus but yourself. That is one level. Another level also is in order. We want you to understand those practical functions of a university---what it is; how it works on a daily basis; how you fit into the structure, and what this structure will do for you---if you don't watch out! And then there is another level we want you to explore---roughly, that of the university as a place where you investigate, measure, and test yourself as a person. This is the best area to function in (and the toughest to describe). It is the level wherein <u>you</u> conceive of the person you want to be---and then set out to make yourself that person---tough-minded, smart, and adaptable.

by Lew Wallace

SYLLABUS

Week 1: Pre-testing, Purpose of Course, Discussion of Syllabus

Concept: Memberships in groups and institutions

Skills: Organization, observation, reading, research

Week 2: Concept: A sense of time

Skills: Record keeping, investigation, interviewing, scheduling

Week 3: Concept: The activities of production and consumption

Skills: Listening, observation, the art of asking questions, clarity of presentations

Week 4: Concept: A relationship with nature

Skills: Investigation, outlining, research

Week 5: Post-testing

Concept: Commonly held beliefs and values; the use of symbols

Skills: Critical observation, analysis, and evaluation and oral presentations.

Suggested Grading Scale: P/F (pass/fail)

Materials needed: NKU catalog, notebook or legal pad, a science textbook of your choice, magazine and newspaper ads. Other films, essays, poems, etc. will be provided by the instructor.

**The six concepts used in this course were excerpted from "A Quest for Common Learning" by Ernest L. Boyer and Arthur Levine, A Carnegie Foundation Essay.

Pre-testing	First week	ACT, questionnaire, and writing assignment
Post-testing	Last week	Questionnaire, writing assignment, and taped interviews with selected students.

Theme for writing assignment and taped interviews:

1. What is your idea of education?
2. How do you see your role in this institution?
3. What will you give the university?
4. What do you expect or want to receive for your efforts?
5. What would you like to know about entering university life?

CONCEPT: MEMBERSHIPS IN GROUPS AND INSTITUTIONS

Purpose of Assignment: To discuss and investigate the formation of groups, participation as members, purposes and goals of institutions. Skills to be used include organization, observation, reading, and research.

First Assignment: Fill out this questionnaire

1. To what groups do you now belong?
2. What is the size of one of these groups?
3. State the purpose of this group or organization.
4. How did you become a member of this group?
5. Describe the other members. Consider age, sex, location of residences, occupation of members, etc.
6. Does membership require active participation? If so, what kind, and how have you participated?

7. What reading material is required to be an informed member? Have you read it? Why/Why not?
8. Is there opportunity provided to voice your views?
9. What one thing would you change about the group if you could?
10. How would you institute this change?

After completing the questionnaire you will be asked to share your information with the class. Then as a newly formed group (members of this class working on a project) you will collect all this material and compile the results so the data is accessible to another audience. Design and presentation of your findings will depend on your own creative and organizational skills.

Audience: Student government at NKU who is investigating the dynamics of group membership. Their goal is to increase student participation.

You may decide to make your report in the form of an oral presentation, a letter to the Student Government President, etc. Charts, graphs, visuals, etc. may be used.

Second Assignment: Samples of NKU publications will be made available (student newspapers, flyers, posters, catalog, etc.). You will work in small groups---read material, evaluate presentations, record your impressions, and respond in letter form to the organizations that present the best and worst images by their publications. You must support your comments by facts---avoid generalizations, and be fair.

Third Assignment: Read the essay "The Outsider" about Einstein and discuss the worth of being apart from groups and institutions to which you belong. What significance does this have for you as new members of Northern Kentucky University?

CONCEPT: A SENSE OF TIME

Purpose of Assignment: To examine shared time---its restrictions, complications, and freedoms. To explore the alliance between time and place. Skills to be used include record keeping, investigating, interviewing, and scheduling.

First Assignment: You must interview a college student (outside this class) and record your information in preparation for reporting it to the class. You, as a group will decide the questions to be asked regarding the concept of time by this person while attending college.

Second Assignment: After all the results are in you must construct a detailed schedule for yourself. You will select all your courses for your freshman year. Now, you need a schedule that includes study time, leisure time, private time, etc. (Bring your college catalog). Your schedule will be discussed and evaluated by the other class members.

Third Assignment: As a new university student you will be encouraged constantly to participate in school activities, classroom work, and community affairs. You bring an important individual past with you. Your initial participation will include comments about your past experiences and the expression of your future hopes.

Construct a list of the most significant features of your past that you are willing to share with teachers and classmates. Remember this is how we learn about each other---through selected information! Make a second list

that will include your future hopes and plans.

Now, after classroom discussion, write an essay that will describe the relationship of your past to your future, and include what you need to learn to move successfully towards your goals. Be sure to consider that this process will not necessarily take place within the confines of university life.

CONCEPT: THE ACTIVITIES OF PRODUCTION AND CONSUMPTION

Purpose of assignment: To explore the connection between the processes of production and consumption at the university. Remember that work and leisure must be considered as essential components for a purposeful life. Sharing learning and leisure can assist you in developing wholeness that goes beyond the university setting. Skills to be used include listening, observation, the art of asking questions, and clarity of presentation.

First Assignment: The university library is an excellent arena to learn about production and consumption. The library staff works very hard to produce a process which provides easy access to needed information.

We will take a library tour to get an overview of the kinds of information housed in this vital center and to understand how we can gain easy access to the materials. All of us will go on tour and listen carefully to our guide. Record what you perceive as the most important areas of the library for you. We will discuss our information in class and then

divide into small groups. A return trip to the library will be necessary to interview (15 minutes) people who work in acquisitions, circulation, reference, etc. You must be prepared to report your findings to the class. Your small groups will decide what is essential or interesting to ask of these staff members.

Second Assignment: Choose a topic according to your interests. You will go to the library to add to your information. One of the goals of this exercise is to find the different types of information available (essays, newspaper articles, journal articles, books, etc.). Gather your information and write a short essay about your findings.

Third Assignment: Evaluate the process of investigating the library. What is produced and what is consumed? Do you have suggestions that would be helpful to other new college students? Produce a step by step guide for accessing information. Never forget the library personnel can be a great resource in this process.

CONCEPT: A RELATIONSHIP WITH NATURE

Purpose of Assignment: To observe nature's cooperation and to investigate man's part in manipulating, shaping, and changing nature. To discuss the method of trial and error, and to enter that world called "science." Skills include outlining, finding evidence, reading a text.

First Assignment: Read the Robert Frost poem "Mending Wall." A discussion based on nature and man's manipulation of it will follow.

Additional topics will include cooperation vs interference.

Second Assignment: Bring a science textbook to class (any grade level). What are the divisions of the text? What are the subdivisions? Several of you will be asked to outline the contents of the texts on the board. We will observe the types of information in the books and how to approach the subject matter. Is there value in understanding how the texts are constructed? Identify new material, new language symbols, and new methods of investigation.

Third Assignment: Choose a newspaper or magazine article on a controversial scientific topic (nuclear weapons, strip mining, water or air pollution, test tube births, space travel, etc.). Why is this information controversial? Can you list the pros and cons of such research? Find out where you stand and why. This assignment can begin with personal opinion, but must be followed by objective data which supports your viewpoint.

CONCEPT: "COMMONLY HELD BELIEFS AND VALUES"

Purpose of Assignment: To look at advertising as a persuasive tool which influences a community and either reinforces our views or convinces us to change those views. To become aware of the subtleties of advertisements and investigate the hidden messages; therefore, learning to become critical observers and evaluators.

This assignment involves three steps:

1. The film "Killing Us Softly" will be shown. It is a film that reviews selected advertisements to explain to the audience many hidden messages included in such "TV" spots. It specifically highlights the stereotyped roles of women. Women are asked to fit the sexpot image or the housewife who is obsessed with cleanliness role. The film will be shown twice. The first viewing is presented for your enjoyment and amazement. The second, to test your powers of observation. A discussion will follow based upon similar ads you may wish to share with the class and to investigate the underlying messages presented.
2. The second class period you are asked to bring two ads to class. Select magazine or newspaper ads that sell the same type of product. For example, 2 car ads, 2 clothing ads, 2 cosmetic ads, etc. These ads will be posted for the whole class to view and we will discuss both the verbal and non-verbal information and the obvious and subtle messages. Are the ads successful? Would you buy the product after a careful analysis of the message? Is the ad clever, funny, shocking, etc.?
3. Come to class prepared to sell a product of your choice. This will be fun and is not intended to test your ability as a speaker or salesperson. I am interested in the choice of product, creativity of presentation,

and your persuasive powers. You may bring any outside material you wish (as long as it fits in the classroom!)

This assignment will not only allow us to share information and make an oral presentation to a group, but it will encourage us to look critically at information provided to us on a daily basis. Becoming a member of the university community you will learn to select information important to your learning situation and to understand the hidden message as well as the obvious one.

IV. WRITING AND READING MATERIALS

THE CULTURE, THE SELF AND THE UNIVERSITY:

A Course in Writing

by

Paul G. Ellis

INTRODUCTION

Ernest L. Boyer and Arthur Levine, in their Carnegie Foundation Essay A Quest for Common Learning, suggest six traits shared by all people: the use of symbols, membership in groups and institutions, activities of production and consumption, a relationship with nature, a sense of time, and commonly held beliefs and values. Without these six traits, human culture and human society could not exist. Though it is not the responsibility of an institution of higher learning to encourage a more unified or a more diverse culture, it is the responsibility of such an institution to teach culture in the broadest sense of the term: to help students understand what constitutes culture and how a culture functions; to show students how they do and can better participate in a culture and how the participation of each individual is unique. These are the assumptions of the following course in writing.

The duty of the writing teacher is to get students to produce as much thoughtful writing as possible, and then to get students to reconsider and revise at least some of that writing. The writing course which follows concentrates on the first part---getting students to produce as much thoughtful writing as possible. The six shared human traits mentioned above have been converted into topics for writing. Each topic is accompanied by a brief introduction that attempts to offer students clear, working definitions and concepts. The writing assignments of a particular topic rely heavily upon the information and ideas in the introduction to the topic. The goal of each writing assignment is to ask students a question or set of questions which is both provocative and relevant.

The entire writing course is designed for students who are neither familiar with nor at ease in the university environment---students who come to the

university without a clear notion of what they are getting themselves into. This description may be appropriate for a small group of remedial students or a large group of freshmen students. Regardless, the intent of the writing course is to interest, to engage, to challenge, and to develop the minds of students; and to improve, or begin to improve, the writing skills of those students.

GROUP MEMBERSHIP: Are We All Groupies?

People are social animals. We belong to groups. Most people belong to groups---a family, a club, a political party, a church, a team, a work force---that they want to be a member of. But all group membership includes restrictions upon our individuality. When we belong to groups, we tend to think similarly to the other group members, and we usually behave in ways acceptable to others in the group. Group membership can be rewarding, but it does have its price.

Writing Assignment #1

Identify a group to which you belong. What benefits do you receive from your membership? How does the group benefit from having you as a member? Does membership require that you think in a certain way, do certain things? In a paper, describe in as much detail as you can what it takes and what it means to you to be a member of your selected group.

Writing Assignment #2

Identify a group that you would like to belong to, but one of which you are not presently a member. Explain in writing why you would like to belong to this group.

Writing Assignment #3

You are all members of a group that the University calls "high risk students." You did not choose to become a member of this group, but if you

are in this class you are nevertheless a member of it. And the University has some special requirements for you (like taking this course) which you must complete successfully if you want to remain a member of a larger group---students of Northern Kentucky University. How do you feel about your membership in the group of "high risk students?" Do you think you can benefit from being a member of this group? How? Does the University benefit from your being a member of this group? How? Think about the term "risk"---who and what is "at risk?" Write a paper describing how you feel about being a "high risk student" and explaining why you feel as you do.

Writing Assignment #4

Identify a group that you do not belong to and would not like to belong to. Explain in writing why you would not like to belong to this group.

SNOW WHITE and the Seven GROUPIES

Writing Assignment #5

You have decided to join a group---students of Northern Kentucky University. No individual can experience everything the University has to offer (and perhaps you wouldn't want to experience everything), but everyone can receive something. What do you hope and expect to receive from your membership to the University? What do you expect to contribute to the University? Are there successful and unsuccessful members of a University? What makes a successful member? What causes an unsuccessful member? Answer these questions in a paper containing as many specific details as you can.

Writing Assignment #6

You have just seen a film about the Holy Ghost People. Assume that you know what you know about this group not because you saw a film, but because your local newspaper sent you to West Virginia to write an article about the

change? How should you change and why should you change?

Writing Assignment #7

Are you a morning person, an afternoon person, or an evening person? Which part of the day do you enjoy most? Why? Which part of the day is your most productive? What kinds of things do you, or should you, avoid during the other parts of the day? Write a paper in which you describe yourself and your activities during the morning, afternoon, or evening.

ACTIVITIES OF PRODUCTION AND CONSUMPTION: People Swing Both Ways

People are producers; they make and do things. And people are consumers; they need and use things. Being a producer helps you to earn the money that allows you to be a consumer. Or doing for others permits you to expect others to do for you. In a family, sometimes one of the children mows the lawn so that the parents can do other things, like prepare the meals. Simply put, people depend upon each other both to survive and to live comfortably.

Writing Assignment #1

Identify and describe in writing your past activities of production---the jobs and/or chores you have done. Why did you do these things? What was the purpose?

Writing Assignment #2

Describe yourself as a consumer, a spender of money for other peoples' goods and services. On a monthly basis, what do you spend most of your money on? Do you spend money on essentials or on luxuries? Do you tend to think a long time before you purchase, or do you buy whenever you see something you like or want and have the money? Do you spend money on a lot of small items, or do you save your money for larger purchases?

Holy Ghost People. Your job, your purpose, is to write about the Holy Ghost People in a way that will interest the people who live in your community, the people who read the newspaper. Don't make this very interesting group sound dull! (Dullness does not sell newspapers, and your employer is interested in selling as many papers as possible.)

TIME: A Tempest in a Teapot?

To a great extent, all people share a common sense of time. We use time for our convenience. At 12:00 noon our boss knows and we know that the working day is half over (if we work from 8:00 a.m. to 5:00 p.m. with an hour for lunch, and don't plan to work overtime). If two or four people agree to play tennis at 6:00 p.m., both or all four should arrive at approximately the same time. It would be very difficult to plan future activities with other people if we did not share a common sense of time.

But time can be a problem; it can rule our lives. The boss expects you to arrive on the job at the same time everyday of the week, except Saturdays and Sundays. Perhaps a person would prefer not to work between the hours of eight to five, but most really have no choice. Suppose you had a tennis match scheduled with another person for 6:00 p.m., but just as you were about to leave home you get a very important long-distance telephone call---time can be a problem rather than a convenience.

Writing Assignment #1

You are a teacher of a class of twenty students. One student (John) comes to class consistently late, by ten to fifteen minutes. The class meets for only fifty minutes three times a week. You would like to talk to John about this problem after class, but he always leaves immediately. Write a letter to John that explains your position on this problem to him. First,

define the problem---make sure John knows why you're writing to him. Second, explain to John how the situation is a problem to you, the teacher; then explain how it is a problem for him; finally, explain how it affects the class as a whole. Third, show that you are a person of understanding and try to offer some solution to the problem (solutions may include some kind of punishment if the situation continues, but this is not necessary---you decide).

TIMETIMETIME

Writing Assignment #2

Write a short paper about a conflict you had with another person or with an event about time. For example, think of dates you have had. Were you on time or late? Was your date late? How did the situation make you feel? How did the situation affect your planned activity? Or think of an event that always starts at a time not convenient for you, like an early class, or a late-night TV show you would like to watch, or a job that made you work while your friends were having fun. First, describe the conflict in as much detail as you can. Second, explain how the conflict made you feel. Finally, try to think of a way the conflict could have been resolved to your satisfaction (don't be afraid of being imaginative with this).

Writing Assignment #3

Many of today's students must find time for school, for work and for a social life. (Perhaps you are one of these students). Assume that you are a college student carrying fifteen credit hours (that means you'll spend fifteen hours a week in class) and working twenty hours a week. Create a weekly schedule for yourself. Be sure to include in your schedule time for study, relaxation and sleep, as well as time in class and at work. If there are other things you also must do, include those things in your schedule too. Then write

a short paper in which you express how you feel and what you think of your schedule. Is your schedule one that provides you with enough relaxation or too little? Do you think you could, or would, actually follow the schedule if it represented your real situation? Why or why not? Which part of the schedule would be most difficult to follow? Which would be easiest? Explain.

Writing Assignment #4

You are a student in a class that meets for one hour three times a week. One student (Sally) says she must miss one class each week because she must work. She says that class time is not that important so long as she gets her work done more or less on time and passes the tests. Do you agree or disagree with Sally? Write a short paper in which you present your argument, because the teacher has requested your advice on how to handle the situation.

Writing Assignment #5

Denise believes that knowledge about and an understanding of the past is the most important thing in life. Bob believes that enjoying the present, being in touch with the here and now, is the most important thing. Laura believes that the most important thing is to plan for the future. Put ideas and words in the mouths of these characters---write their debate in dramatic form. Make it sound like a real hot discussion. Make it sound real.

Writing Assignment #6

Are you the type of person that gets things done before they need to be done, or are you the type that puts things off until the very last minute? Are you the type that gets places early, on time, or late? Do you feel that you are in control of time or that time is in control of you? Write a paper that types you in regards to the way you handle time. What are the benefits of your type? What are the liabilities? Do you think you should try to

Writing Assignment #3

What has been your single, most valued purchase of the past two years (this purchase could be an activity, like a vacation, or an object, like an automobile)? Was this purchase also the most expensive thing you bought during the past two years? In a paper describe this purchase and explain why you value it.

Writing Assignment #4

Consider your present job or the job you hope to get after you graduate from college. What do you produce or what will you produce that other people can or could benefit from? In other words, why would other people want or need to consume what you produce? Assume that you are applying for the job you presently have or for the one you hope to get after college. Write a letter of application in which you explain or argue for the value of the job to others.

CONSUMPTION Is and Is Not a Disease

Writing Assignment #5

Normally, a consumer need only pay money in order to receive some good or service from a producer. But college students seem to be a special kind of consumer. College students, or consumers of what is usually called "higher education" must both pay tuition and produce (write papers, pass tests, etc.) in order to receive credit for their consumption. Do you think this special situation of college students is fair or unfair? Write a paper in which you argue your position.

Writing Assignment #6

You have a friend who is a high school senior and who is still undecided on whether or not to attend college. You realize that your friend probably

does not fully understand the decision before him or her: going to college means your friend will be primarily a consumer for four more years; going to work means your friend becomes a producer right after high school. Write a letter to this friend, explaining the choice he or she must make and advising him or her on what might be the best decision.

Writing Assignment #7

You are taking a college course in which the professor (Mr. Curry) has assigned eleven books and four 5-10 page papers, all of which must be typed. A number of students think the workload is too great and have decided to write letters of complaint to the department chairperson. They ask you to write a letter too, which you agree to do. But you did not agree necessarily to support the students' cause. Your letter may attack Mr. Curry's workload, or it may support Mr. Curry and his course assignments. Write this letter. (The class meets three hours a week for fifteen weeks.)

NATURE: Only the Soul is Unnatural

Ralph Waldo Emerson, the nineteenth century American philosopher/essayist/poet, defined Nature as everything "NOT ME:" "Philosophically considered, the universe is composed of Nature and the Soul. Strictly speaking, therefore, all that is separate from us, all which Philosophy distinguishes as the NOT ME, that is, both nature and art, all other men and my own body, must be ranked under this name, NATURE."

The study of Nature is called science. Science is usually divided into three major branches: the physical sciences (physics, chemistry, geology, astronomy), the biological sciences (which includes medicine), and the social sciences (sociology, anthropology, and sometimes philosophy and religion). The study of art is not usually considered a science, even though Emerson does see the products of art as a part of NATURE.

Science is a systematic or methodical study of Nature. One method of science is observation. One way to learn about trees is to observe them over a period of time and notice how they change as conditions in the environment change. For example, we know from observation that some trees lose their leaves in the late fall. Another scientific method is experimentation. If you think something is true but you are not sure it is true, you put it to a test. For example, if you think your body can run one hundred yards in ten seconds or less, you time yourself in the hundred yard dash. Experimentation always needs to be carefully planned---if you measured wrong and ran only eighty yards, the experiment would not be valid. A third method of science is creativity. Creativity is a hard thing to define, but in part it is a special kind of observation: a way of looking at something old and coming up with something new. For example, when most people saw the world as flat, somebody saw the same world but saw it differently---saw it as round.

Some people are professional scientists; they study a particular aspect of Nature in a methodical way. The rest of us are amateur scientists, because we all have an interest in the "NOT ME."

Writing Assignment #1

Be an observer of the trees, flowers, insects or birds in your home's yard (select just one of the four). Describe in writing the different kinds you discover. How did you determine different kinds? By size, shape, color, texture or some other method?

Writing Assignment #2

Find an active location on campus and observe the human behavior that occurs. Describe this behavior in writing and in as much detail as you can. Can you think of one word that characterizes the kind of behavior you observed?

Can you explain the behavior you observed? What causes that kind of behavior? Do you approve or disapprove of the behavior? Why?

Writing Assignment #3

Think of something physical that you think your body can do but that you have some doubt about. Then put your body to the test. Were you right or wrong about your own body? Were there any factors or conditions of your experiment that possibly influenced the results? Write a report of your experiment: state your idea, describe the experiment in detail, report the results of the experiment and summarize what you learned (about yourself, about the experimental method, or about scientists).

Writing Assignment #4

Write a debate in dialogue form between two people alive in the year 1492. Fred's position is that the world is flat. But Thomas believes that the world is round. Use modern English, but make the debate seem real. Create, as best you can, arguments for both characters and try to come up with evidence to support both positions.

Writing Assignment #5

Of the three methods of science mentioned above---observation, experimentation, and creativity---which do you believe is most essential to the study of Nature? Why? Explain your answer in an essay.

VALUES AND BELIEFS: Or Why a Computer Is Not a Person

A belief is the acceptance of the existence of something that cannot be proved to exist. For example, many people believe that intelligent life exists in the universe other than on earth. If the existence of such life is proven with evidence that cannot be denied, then such life will no longer be a belief, but a fact. Hence, any belief can be legitimately doubted---occasionally even

by those who have strong belief---and denied by those without belief.

A value is the measurement of the goodness or worth of some object or thought or feeling. For example, to value money is to believe that money contains more good than evil. To doubt a value is to question the goodness or worth contained in something. To deny a value is to claim that something contains no goodness or worth.

Animals as well as people have values. Pets, for example, value food and the kindness of their owners. It's more difficult to determine whether or not animals have beliefs, since beliefs are usually expressed by language rather than behavior. If animals have beliefs, we are not likely to know what they are.

Do you now understand why computers are not people, why they are not even similar to people?

Writing Assignment #1

Identify one of your beliefs (you have many of them). Write a paper in which you argue in support of your belief to doubters. Be sure to include in your argument the value of your belief; explain the goodness or worth of the belief. Also include in your paper any evidence that supports your belief, even though the evidence will not be so great as to constitute proof.

I BELIEVE in the Importance of VALUES....

Writing Assignment #2

Choose one of your friends. Explain why you are friends with this person by identifying the values and beliefs the two of you share. Include in your paper examples of behavior, incidents, and/or conversations that show your reader how you know that you and your friend share common beliefs and values.

Writing Assignment #3

Choose a person that you dislike. Explain why you dislike this person by identifying the value or belief this person has that you reject. Or the value or belief you have that is rejected by this person. Include in your paper examples of behavior, incidents, and/or conversations that show your reader how you know that you and your selected person differ in at least one significant value or belief.

Writing Assignment #4

Advertisers often attempt to sell their products by associating them with values people are likely to respond to positively but which are not related to the products themselves. For example, perfume and cologne are usually associated with sex. The message is this: if you use a particular perfume or cologne, your sex life will be improved. But is a particular smell or scent really important for a person's sex life?

Select an ad from a magazine that uses the method of selling described above. Assume that you work for a company that sells a similar product, that you work for a competitor of the advertised product. Write an analysis of the advertisement, trying to convince people that they shouldn't buy the product advertised.

Writing Assignment #5

Find two ads which attempt to sell similar products but not the same product, like two automobile ads, one selling a Ford, the other selling a Volkswagan. Compare and contrast these two ads. Do both ads associate their products with similar or different values? Are there other significant similarities or differences? Which ad, in your opinion, does the better job of selling? Why?

Writing Assignment #6

Do you value learning? That is, do you think that there is goodness and worth in learning, in education? Explain your answer in as much detail as you can. Do you value schools? Write a paper comparing how you value and how much you value learning and schools.

I VALUE BELIEF.....

Writing Assignment #7

When people say they believe in democracy, they really mean that they believe in the goodness, or rightness, of democracy, that they see more value in democracy than in other forms of government. When a person says, "I believe in myself," that person means he or she believes in his or her goodness in general or rightness in some particular instance.

Do you believe in yourself? Write a paper about your belief in yourself. Include in your paper at least one experience during which you did or said something you are now proud of, an experience which your reader will see as evidence of your belief in yourself.

SYMBOLS and Cymbals

A college education is not supposed to be easy. It's supposed to be valuable. What makes a college education sometimes seem difficult? What makes it valuable?

Human activity can be divided into two kinds. There is the life of the senses---the seeing, hearing, feeling, tasting, smelling, and bodily movement that everyone experiences every day. And then there is the life of the mind, of thought, that everyone also experiences on a daily basis. (Things are really more complicated than this. For instance, the eyeball "sees" but the mind makes sense of what is "seen;" the fingertip "feels" but the mind

identifies what is "felt"---is it pain or pleasure? For now, though, let's accept this simplified division between the life of the senses and the life of the mind.)

The life of the senses is valuable---life would be impossible without it. The life of the mind is valuable---human life would be impossible without it. But your college education will focus on and emphasize more the life of the mind than the life of the senses. Your college education should not ignore entirely the life of the senses---that would make your college education worthless because your mind is always using information it gets from the senses. This emphasis on the life of the mind may make your college education seem difficult at times, but it could also heighten your humanity. After all, the life of the mind is a quality of human life. There is no college education for raccoons, even though they are pretty smart animals.

The mental life constantly makes use of symbols, so it's important that you understand what symbols are and how you use them. A symbol is something that means or represents more than itself. When a rose is a rose is a rose, it is not a symbol. But the word "rose" is not a rose but a four-lettered sign, or symbol, for a rose. All language, as a matter of fact, is symbolic. Traffic signs are also kinds of symbols. A stop sign doesn't make drivers stop, nor does it do anything by itself. It means STOP.

Symbols can be more complex than the ones described above. For example, when a rose is given by one person to another, the rose is still a rose but it is also more than a rose: it is a sign of or symbol for affection or love. Sometimes the same object can symbolize different things for different people. For example, if you have had bad experiences with teachers, then teachers may symbolize for you a kind of enemy or persons not to be trusted. If you have

had good experiences with teachers, then teachers may symbolize for you a kind of friend or persons you can benefit from knowing.

Writing Assignment #1

A penny is a round piece of copper and a dollar is a green piece of paper, right? Or are a penny and a dollar more than that? Explain in writing how money is symbolic.

Writing Assignment #2

Mathematics deals with numbers. Are numbers a part of the life of the senses or do they belong to the life of the mind? Explain your answer in writing.

Writing Assignment #3

The traditional grading system---"A," "B," "C," "D," and "F"---is a system that uses symbols. Explain this system in a letter to your Chinese pen pal. Use the grades you have gotten in the past to help explain the system. Is the system a good one or a bad one, an accurate one or an inaccurate one? Why?

Writing Assignment #4

Select an object---any person, place or thing---that means a lot to you. Explain what it means to you, what it symbolizes to you. Then explain why or how the object became a symbol for you.

Writing Assignment #5

Read three or four movie reviews from your local newspaper or from a weekly magazine. Notice that the reviews do two things. They describe the movie being reviewed, telling what happens in the movie and often describing how the movie "looks"---these things appeal to the reader's life of the senses, the reader's desire to be entertained. They also (usually) interpret the movie being reviewed, showing what the moving pictures mean---this appeals to

the reader's life of the mind. Write a movie review of a movie you have recently seen or go see a movie and write a review of it. Write the review for the other members of your class.

Writing Assignment #6

Read carefully the following statement: All meaning is a process of symbolization. Do you believe the statement is true or false? Why? Explain in a paper what the statement means to a person who doesn't understand it and then explain why you think it is a true statement or a false statement.

Marge Peterson

The Reading-Writing skill development component of the Mind of the University is developmental and highly structured and individualized. The curriculum is developed around four skill centers. All assignments, material and unit quizzes are color coded by level. These materials are developed by the students, using a model, from the Mind of the University reading and discussion assignments. To aid each student in development a self-analysis of individual skills, he is made responsible for daily scoring and recording progress.

The four reading skill centers are: 1. comprehension, 2. vocabulary, 3. speed building, and 4. test taking skills. The writing program has four goals: 1. improved sentence and paragraph sturcture, 2. better clarity in writing, 3. increased library research skills, and 4. improved theme writing.

Skill development requires a formatized, familiar daily routine for students. This format complements the open ended, free flowing discussion format of the companion Mind of the University component of this course.

TOPIC: Membership in Groups and Institutions

DAY: One

3 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE: Administer Daren Reading Skills Analysis

From the reading and discussion of NKU Catalog students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

Level 1	Level 2	Level 3
4 fact questions (who, what, where, when)	2 fact questions 4 main idea questions	1 fact question 2 main idea questions 3 conclusions questions

READING SPEED CENTER

OBJECTIVE: After reading the NKU Catalog for 10 minutes the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards.

TEST TAKING SKILL CENTER

OBJECTIVE: Students will review sample tests in center.

TOPIC: Membership in Groups and Institutions

DAY: Two

3 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE: Administer Vocabulary for College Level Test

From the reading and discussion of Writing Assignment College Program students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

Level 1	Level 2	Level 3
4 fact questions (who, what, where, when) 2 Barnell Loft Getting the Facts Level II	2 fact questions 4 main idea questions 2 Barnell Loft Main Idea Level II	1 fact question 2 main idea questions 3 conclusions questions 2 Barnell Loft Making Inferences Level I

VOCABULARY CENTER

Using Vocabulary for College as a model and using a dictionary, students will from the Catalog 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

Level 1	Level 2	Level 3
4 vocabulary questions noun usage	4 vocabulary questions verb usage	1 noun usage 2 verb usage 3 adjective usage

READING SPEED CENTER

OBJECTIVE: After reading the required course section of NKU Catalog for ten minutes the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards.

TOPIC: Membership in Groups and Institutions

DAY: Three

4 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE

From the reading and discussion of Why We Don't Know Anything students will 1. from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

Level 1	Level 2	Level 3
6 fact questions (who, what, where, when) 4 Barnell Loft Getting the Facts Level II	2 fact questions 6 main idea questions 6 Barnell Loft main idea Level II	2 fact questions 2 main idea questions 6 conclusions questions 4 Barnell Loft making inferences Level I

VOCABULARY CENTER

Using Vocabulary for College as a model and using a dictionary, students will from the reading assignment 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

Level 1	Level 2	Level 3
4 vocabulary questions noun usage	4 vocabulary questions verb usage	Vocabulary questions 2 noun usage 4 verb usage 4 adjective usage

READING SPEED CENTER

OBJECTIVE

After ten minutes of reading Why We Don't Know Anything the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards.

TEST TAKING SKILL CENTER

OBJECTIVE

After an analysis of types of test questions (fact, vocabulary in context, main idea, inference-conclusions, best title, and other) students will take practice test using old tests from the reading center and record the % correct.

TOPIC: Membership in Groups and Institutions

DAY: Four

4 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE

From the reading and discussion of The Outsider students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

Level 1	Level 2	Level 3
4 fact questions (who, what, where, when) 4 Barnell Loft Getting the Facts Level II	2 fact questions 4 main idea questions 4 Barnell Loft main idea Level II	2 fact questions 2 main idea questions 4 conclusions questions 2 Barnell Loft Making Inferences Level I

VOCABULARY CENTER

Using Vocabulary of College as a model and using a dictionary, students will from reading assignment, The Outsider, 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

Level 1	Level 2	Level 3
4 vocabulary questions noun usage	4 vocabulary questions verb usage	vocabulary questions 2 noun usage 4 verb usage 4 adjective usage

READING SPEED CENTER

OBJECTIVE

After ten minutes of reading The Outsider the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards.

TEST TAKING SKILL CENTER

OBJECTIVE

After an analysis of types of test questions (fact, vocabulary in context, main idea, inference-conclusions, best title, and other) students will take practice test using old tests from the reading center and record the % correct.

TOPIC: Membership in Groups and Institutions

DAY: Five

4 CENTERS INDIVIDUAL SKILL LEVELS

LIBRARY

OBJECTIVE: Library

After instruction on the use of Library Card Catalog students will select and locate ___ references pertaining to topic of the week. Students will write theme and use references for Monday.

COMPREHENSION CENTER

OBJECTIVE

Students will select, answer correct and record % correct ten comprehension questions written by students.

VOCABULARY CENTER

OBJECTIVE

Students will choose, label, answer and correct vocabulary exchange ten questions written by other students in each group.

READING SPEED CENTER
TEST TAKING SKILL CENTER

OBJECTIVE

Students will take a timed vocabulary (five minutes) and comprehension (ten minutes) test and record % correct. Reading Skills Kit Level A SRA Corp.

TOPIC: Use of Symbols

DAY: One

4 CENTERS 3 SKILL LEVELS

OBJECTIVE

From the reading and discussion of Advertisement in America students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

COMPREHENSION CENTER

Level 1	Level 2	Level 3
5 fact questions (who, what, where, when)	5 fact questions 5 Main Idea questions	5 fact questions 5 Main Idea questions
5 Barnell Loft Getting the Facts Level VI	5 Barnell Loft Main Ideal Level VI	5 Conclusions questions 5 Inference questions 5 Barnell Loft Making Inferences Level V
5 Student Exchange	5 Student Exchange	5 Student Exchange

OBJECTIVE

Using Nelson Denny type as a model and using a dictionary, students will from reading, 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

VOCABULARY CENTER

Level 1	Level 2	Level 3
10 Vocabulary questions Noun usage	10 Vocabulary questions Verb usage	Vocabulary questions 5 noun usage
10 Student Exchange Noun usage questions	10 Student Exchange Verb usage questions	5 verb usage 10 adjective usage 10 Student Exchange questio

READING SPEED CENTER

OBJECTIVE

After ten minutes of reading Advertisement in America the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards. Add SRA objective.

TEST TAKING SKILL CENTER

OBJECTIVE This center to be repeated twice each day.

After an analysis of types of test questions (fact, vocabulary in context, main idea, inference-conclusions, best title, and other) students will take practice test using old tests from the reading center and record the % correct.

TOPIC: Use of Symbols

DAY: Two

4 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE

From the reading and discussion of Literature of Cincinnati Opera students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

Level 1	Level 2	Level 3
5 fact questions (who, what, where, when) 5 Barnell Loft Getting the Facts Level VI 5 Student Exchange questions	5 fact questions 5 Main Idea questions 5 Barnell Loft Main Idea Level VI 5 Student Exchange questions	5 fact questions 5 Main Idea questions 5 Conclusions questions 5 Inference questions 5 Barnell Loft Making Inferences Level IV 5 Student Exchange questions

VOCABULARY CENTER

OBJECTIVE

Using Nelson Denny type as a model and using a dictionary, students will from reading 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

Level 1	Level 2	Level 3
10 Vocabulary questions Noun usage 10 Student Exchange Noun usage questions	10 Vocabulary questions Verb usage 10 Student Exchange Verb usage questions	Vocabulary questions 5 noun usage 5 verb usage 10 adjective usage 10 Student Exchange questions

READING SPEED CENTER

OBJECTIVE

After ten minutes of reading the opera literature, the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards. Add SRA objective.

TEST TAKING SKILL CENTER

OBJECTIVE This center to be repeated twice each day.

After an analysis of types of test questions (fact, vocabulary in context, main idea, inference-conclusions, best title, and other) students will take practice test using old tests from the reading center and record the % correct.

TOPIC: Use of Symbols

DAY: Three

4 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE

From the reading and discussion of Life on Mississippi by Mark Twain, students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct, on individual file cards.

Level 1	Level 2	Level 3
5 fact questions (who, what, where, when) 5 Barnell Loft Getting the Facts Level VI 5 Student Exchange questions	5 fact questions 5 Main Idea questions 5 Barnell Loft Main Idea Level VI	5 fact questions 5 Main Idea questions 5 Conclusions questions 5 Inference questions 5 Barnell Loft Making Inferences Level IV

VOCABULARY CENTER

OBJECTIVE

Using Nelson Denny type as a model and using a dictionary, students will 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

Level 1	Level 2	Level 3
10 Vocabulary questions Noun usage 10 Student Exchange Noun usage questions	10 Vocabulary questions Verb usage 10 Student Exchange Verb usage questions	Vocabulary questions 5 noun usage 5 verb usage 10 adjective usage 10 Student Exhange questions

READING SPEED CENTER

OBJECTIVE

After ten minutes of reading Life on Mississippi the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards. Add SRA objective.

TEST TAKING SKILL CENTER

OBJECTIVE This center to be repeated twice each day.

After an analysis of types of test questions (fact, vocabulary in context, main idea, inference-conclusions, best title, and other) students will take practice test using old tests from the reading center and record the % correct.

TOPIC: Use of Symbols

DAY: Four

4 CENTERS 3 SKILL LEVELS

COMPREHENSION CENTER

OBJECTIVE

From the reading of a magazine of the student's choice students will, from a model, 1. write comprehension questions, 2. identify type of question, 3. check answers, 4. record on file card the % correct on individual file cards.

Level 1	Level 2	Level 3
# STUDENT'S CHOICE ___fact questions (who, what, where, when) ___Barnell Loft Getting the Facts Level ___	# STUDENT'S CHOICE ___fact questions ___Main Idea questions ___Barnell Loft Main Idea Level ___	# STUDENT'S CHOICE ___fact questions ___Main Idea questions ___Conclusions questions ___ Inference questions ___Barnell Loft Making Inferences Level ___

VOCABULARY CENTER

OBJECTIVE

Using Nelson Denny type as a model and using a dictionary, students will 1. write vocabulary questions, 2. write type of word usage, (noun, verb, adjective), 3. check answers, 4. record % correct on individual file cards.

Level 1	Level 2	Level 3
# STUDENT'S CHOICE ___Vocabulary questions Noun usage ___Student Exchange Noun usage questions	# STUDENT'S CHOICE Vocabulary questions Verb usage ___Student Exchange Verb usage questions	# STUDENT'S CHOICE Vocabulary questions ___noun usage ___verb usage ___adjective usage ___Student Exchange questions

READING SPEED CENTER

OBJECTIVE

After ten minutes of reading magazine of student's choice, the students will, using formula for (WPM) determine and record the words per minute rate on individual file cards. Add SRA objective.

TEST TAKING SKILL CENTER

OBJECTIVE This center to be repeated twice each day.

After an analysis of types of test questions (fact, vocabulary in context, main idea, inference-conclusions, best title, and other) students will take practice test using old tests from the reading center and record the % correct.

TOPIC: FINALS

DAY: Five

OBJECTIVE:

Administer:

Nelson Denny
Daren Reading Analysis
Vocabulary for College

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V. SAMPLE BIBLIOGRAPHY

READING LIST FOR "THE MIND OF THE UNIVERSITY"

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[1]The text referred to hereafter in these pages as Liberal Education is Readings for Liberal Education, edited by Louis G. Locke, William M. Gibson, and George Arms (3rd Edition); New York, Chicago, San Francisco, Toronto: Holt Rinehart and Winston, 1967.

[2]The text referred to hereafter in these pages is The Little Brown Reader, edited by Marcia Stubbs and Sylvan Barnet (2nd Edition); Boston, Toronto: Little, Brown and Co., 1980.

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II. Lanugage as Symbol

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[3]The text referred to hereafter as People and Ideas is, in fact, People and Ideas: A Rhetoric Reader, edited by Robert Baylor and James Moore; New York: McGraw-Hill Book Co., 1980.

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VI. TESTING

Formal tests: Nelson Denny and Iowa Silent Reading tests. These tests were to be given in pre- and post-course sequence. In part, these tests were intended as diagnostic tests. But in part, also, they were intended to measure student growth, development, and accomplishment.

Informal tests: We intended to have an on-going series of written works, short-papers, essay exams, written responses to all assigned reading material in general. Such writing, we thought, would prod students to become active participants rather than passive observers of the university process, would enhance skills, and, with luck, develop that critical "inner eye" which is truly necessary if students are to be the stuff universities are made on. The reading and writing assignments can be found throughout the sections containing syllabic and working outlines for the course.